

Email Communiqué Rubric

Name: _____

Date: _____

	Mastermind 4	Mature 3	Meaningful 2	Meager 1
The student...				
Attempts to establish clear focus with little irrelevant or repetitious information (LAB.2.2.6.4.1)	<p>___A clear focus is attempted and established explicitly.</p> <p>___Very little, if any, irrelevant information exists.</p> <p>___Repetition of information is scant or avoided altogether.</p>	<p>___A clear focus is attempted and reasonably established.</p> <p>___Irrelevant information is minimal but not enough to distract from the stakeholder's (writer's) intent.</p> <p>___Repetition of information is limited and does not interfere with the stakeholder's (writer's) message.</p>	<p>___A clear focus is attempted but tends to waiver throughout the response.</p> <p>___Irrelevant information exists and may distract from the stakeholder's (writer's) intent.</p> <p>___Some information is repeated and may interfere with the stakeholder's (writer's) message.</p>	<p>___A clear focus is attempted but is not maintained throughout the response. (focus gets lost)</p> <p>___Irrelevant information exists and tends to distract from the stakeholder's (writer's) intent.</p> <p>___Information is repeated consistently and interferes with the stakeholder's (writer's) message.</p>
*Develops supporting ideas by presenting facts and information that relate to the focus (LAB.2.2.6.4.2)	___Facts and information that relate to the focus of the response are well defined, elaborated, and provide support.	___Facts and information related to the focus of the response are adequately developed and provide support.	___Facts and information related to the focus of the response are present and may or may not be developed to provide support.	___Facts and information related to the focus of the response for the intent of providing support are scant or sketchy.
*Develops anecdotes or <u>examples</u> to support and elaborate upon reasons (LAB.2.2.6.4.3)	___Examples to support and elaborate upon reasons are strongly developed and provide insight.	___Examples to support and elaborate upon reasons are well developed.	___Examples to support and elaborate upon reasons are present and moderately developed.	___Examples to support and elaborate upon reasons have been attempted but need further detail.
*Generally presents facts, examples, and definitions objectively (LAB.2.2.6.4.4)	___The facts, examples, and definitions contained in the response are <u>all</u> well presented from an objective point of view.	___The facts, examples, and definitions in the response are mostly presented objectively.	___Some of the facts, examples, and definitions in the response are presented objectively.	___Many or most of the facts, examples, and definitions do not reflect objectivity.

<p>Creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end) (LAB.2.2.6.4.5)</p>	<p>___The response is cleverly formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is distinct and explicit.</p> <p>___Transitions fluently link ideas from start to finish and enhance the quality of the response.</p>	<p>___The response is adequately formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is apparent and defined.</p> <p>___Transitions are present and successfully link ideas throughout the response.</p>	<p>___ The response is somewhat formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution.</p> <p>___Presence of beginning, middle, and end is somewhat recognizable.</p> <p>___Transitions are used inconsistently throughout the response or do not move the reader smoothly from one idea to another.</p>	<p>___A logical organizational pattern appropriate to expository writing such as description, sequence, compare/contrast, cause and effect, or problem and solution is made but lacks fruition.</p> <p>___Presence of beginning, middle, and end is bare and needs further development.</p> <p>___Transitions are used inconsistently and do not promote fluent movement from one idea to the next.</p>
<p>The student uses a variety of appropriate reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos). (LAA.2.2.8.4.1)</p>	<p>___An abundant variety of appropriate reference materials is used to gather information which indicates the student's attempt to research information thoroughly and insightfully.</p>	<p>___A variety of appropriate reference materials is used to gather information which indicates the student's attempt to acquire information in a thorough manner.</p>	<p>___A sufficient amount of appropriate reference materials is used to gather information which supports the student's attempt to acquire information at a very basic level.</p>	<p>___A variety of appropriate reference materials is scant which indicates limited amounts of information gleaned by the student.</p>

* Facts, information, examples, and definitions should demonstrate student knowledge of the content area. (SSA.6.2.2.4.1, SSA.6.2.2.4.2, SSA.6.2.3.4.6, SSA.6.2.3.4.8, SSA.6.2.3.4.9, SSA.6.2.4.4.1, SSA.6.2.5.4.1)

Suggestions for Grading and Reporting using the Email Communiqué Rubric

Students who satisfy the majority of criteria within a performance level should receive the score assigned to that level.

For students whose scores are scattered among the performance levels, the teacher may choose to take an average for the purpose of assigning scores.

Students scoring in the "Meager" performance level should not receive a failing grade. This rubric was designed to measure student performance that is passing and above.

Teachers should adhere to their grading policies if rubric scores are converted to numerical scores.

Teachers should provide opportunity for feedback and reflection once a score has been assigned. Keep in mind that assessment is a process. The purpose is to gauge student achievement and to improve learning and teaching. Emphasis should be on what the student has learned instead of the score they received.